

**Texas Education Agency
Standard Application System (SAS)**

2016–2018 Pre-K Partnership Planning Grant		
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.	
Application deadline:	5:00 p.m. Central Time, October 25, 2016	Place date stamp here. 2016 NOV - 0 PM 1:44 Texas Education Agency Received
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>	
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov	

Schedule #1—General Information

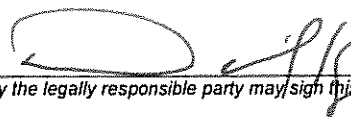
Part 1: Applicant Information				
Organization name	County-District #	Amendment #		
Pharr-San Juan-Alamo ISD	108-909			N/A
Vendor ID #	ESC Region #	DUNS #		
74-60018769	1			023884067
Mailing address	City	State	ZIP Code	
601 East Kelly	Pharr	TX	78577	
Primary Contact				
First name	M.I.	Last name	Title	
Daniel	P.	King	Superintendent	
Telephone #	Email address		FAX #	
956-354-2000	drking@psjaisd.us		956-354-3000	
Secondary Contact				
First name	M.I.	Last name	Title	
Narciso		Garcia	Deputy Superintendent	
Telephone #	Email address		FAX #	
956-354-2000	narciso.garcia@psjaisd.us		956-354-3008	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Dr. Daniel	M.I. Last name P. King	Title Superintendent
Telephone # (956) 354-2000	Email address drking@psjaisd.us	FAX # (956) 354-3000
Signature (blue ink preferred)		Date signed

11/7/2016


Only the legally responsible party may sign this application.

701-16-109-018

Schedule #1—General InformationCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 108-909			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement Pharr San Juan Alamo ISD's (PSJA) Pre-K Partnership Plan will develop an Memorandum of Understanding (MOU) prepare low-income children to be Kindergarten ready by providing high quality education and services at Texas Rising Star (TRS) 4-Star Private Providers and expand access and service delivery models for provision of 3 and 4 year olds. The partnership between the district and the TRS 4-Star Providers will increase continuity of instruction and successfully transition Pre-K children from the private to the public school settings. PSJA ISD's mission is to prepare students to be College Ready, College Connected, and College Complete and is focused on students being successful from cradle to career. This mindset has allowed the district to attain the High-Quality Pre-K grant and participate in the School Readiness Integration model (SRI) which has expanded high quality care and services to over 1,100 Pre-K students in Head Starts and child cares throughout the community. In spite of this success it leaves many children without the opportunity to attend a high quality child care center. Of the 105 child care centers in the community only 4 are prestigious enough to be designated as a TRS 4-Star Providers. To address this community need, PSJA ISD is requesting \$450,000 to offer full-day, full-year to increase the quality of care and early education in child care settings and meet the needs of low-income families. PSJA ISD's commitment to this plan will extend beyond the grant through an innovative sustainability plan so that children continue to receive quality education and child care services.

The proposed program will successfully address the needs of the target population. (8 points) The district's designed Contract for Educational Services Program, is tailored to successfully address the needs of the low-income families and raise the quality of education and services. The district will accomplish this by incorporating the grant requirements such as to: Provide the opportunity for TRS 4-Star providers and support small business owners to sustain their child cares; Comply with the provision to initiate a contractual partnership for shared space, resources and training with a TRS 4-Star provider; Share professional development and resources, leverage assets; Increase the number of TRS 4-Star Providers and children served; Sustain and support all child care centers; Promote family engagement and education; Implement a TEA approved monitoring tool to ensure there is compliance with the grant and evaluate student outcomes with the use of results from Kindergarten Readiness assessments to ensure the students are progressing and develop a sustainability plan that can be replicated and sustain the grant goals after the grant period has come to an end. Through these measures and activities, the district will successfully address the needs of the target population and community child care needs.

The design of the proposed program reflects up-to-date scientifically based research and practice. (4 points) To ensure the design of the proposed program reflects up-to-date scientifically-based research, and effective practices, the district reviewed community needs, as well as, the demographic make-up of the district. The following results are the identified demographic and community needs:

COMMUNITY/DEMOGRAPHIC NEEDS ASSESSMENT

Need (Population 25 and Over)	City/School	State
At-Risk	78.9%	51.2%
English Language Learners (ELL)	43.4%	18.2%
Economically Disadvantaged	88.4%	58.8%
Population That Meet Poverty Status	35.4%	17.7%
No High School Diploma	41.3%	29.4%

Source: 2014 American Community Survey and 2014-15 Texas Academic Performance Report (TAPR)

The Community/Demographic Needs Assessment above, demonstrates a high need to implement up-to-date scientifically-based research and practices by implementing a high-quality Pre-K Program to meet community needs. Due to the remote location and limited resources, the district's children are forced to be placed in less qualified childcare centers. With the opportunity to secure a collaborative agreement with a TRS 4-Star Childcare Providers, the students of PSJA ISD will be able to have access to high quality education and childcare services and will make the importance of education more prevalent to the parents and the community of PSJA, as well as a positive impact on students. This collaborative agreement with the TRS 4-Star providers will result in an increase in the number of people with a high school graduates, as well as, decrease the large number of people in poverty. PSJA ISD will enter into a collaborative agreement with Kids at Play Learning Center and expand the SRI Model with iKids Academy. This contractual agreement will give the district and the childcare providers the opportunity to pass through ADA funding to provide financial sustainability, provide a certified teacher, as well as, early

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childhood professional development/training, progress monitoring, use of CLASS, and a high-quality curriculum over a minimum of a 3-year period. PSJA ISD will ensure that this agreement with the TRS 4-Star providers will support the rest of the childcare providers in the PSJA area to become a TRS 4-Star Provider.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points) The district's Pre-K Partnership activities are related directly to the program goals, objectives and strategies. PSJA ISD will but not limited to: hire certified teachers to provide high quality instruction and serve as instructional coaches, increase the number of TRS 4-Star Providers and/or level of certification, expand SRI partnerships, provide child care centers with screening and monitoring tools, early childhood professional development and trainings being offered to district educators to gain qualified staff, effective teaching practices and Core Competencies for Practitioners and Administrators, hire a program coordinator and a data entry clerk to monitor, supervise and support child care centers to increase the number of TRS partners as well as collect data and submit reports required by TEA and execute a sustainability plan that will serve as a model to other communities and provide resources and support to all child cares in the community.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points) The objectives the district expects to achieve by receiving funding include: Foster a community-based goal of school readiness by annually increasing the number of TRS partnerships; increase the children ready for Kindergarten; Increase the number of child cares accessing the Children's Learning Institute (CLI) tools and high quality professional development services; Expand access to high-quality prekindergarten programs for low income families without causing the district to increase facilities; Leverage assets and share resources between the district and child care provider; increase full-day, full-year childcare services to meet the needs of low-income families and the number of children receiving high-quality care; a state research based curriculum, instructional coaching and family engagement; Support and expand continuity and quality of prekindergarten instruction; and increase the district's test scores.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation to all eligible program participants. The district has selected an array of activities designed to promote school readiness, increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include:

- **Students' Developmental Milestone Activities:** Students will be given repeated opportunities for practice, use of language-building strategies and vocabulary development, and emergent literacy activities, a tiered approach to learning, school readiness applications and family engagement activities. The district will implement developmentally appropriated methods of instruction that enhance the currently offered school day instruction.
- **Teacher Strategies and Activities:** Teachers will implement state Pre-K curriculum that addresses vocabulary development, phonological awareness, print awareness, Math and literacy/language developmental concepts. Certified Teachers will analyze the results from Kindergarten Readiness assessments to plan additional accelerated strategies; Assessment data will be used to guide instruction and provide individualized instruction. The data gathered will also guide the staff in planning intervention, strategies, and lesson planning.
- **Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points)** The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation for eligible program participants. The district has selected the above array of activities designed to promote school and Kindergarten readiness, increase academic performance and attendance, improve student behavior, increase promotion rates, and family engagement and education.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district and administrators, participating teachers, and the partnering Texas Rising Star (TSR) 4-Star Child Care Provider(s). Throughout the term of the grant, the district will analyze/review Kindergarten readiness assessments and the Public Education Information Management System (PEIMS) data in order to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-909	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 108-909				Amendment # (for amendments only):		
Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158						
Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.				Fund code/shared services arrangement code: 203/292		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre-Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$291,817		\$291,817	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$50,800		\$50,800	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$46,790		\$46,790	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$39,872		\$39,872	\$0
Schedule #11	Capital Outlay (6600)	6600	\$13,400		\$13,400	\$0
Total direct costs:			\$442,679		\$442,679	\$0
1.627% indirect costs (see note):			N/A	\$7,321	\$7,321	\$0
Grand total of budgeted costs (add all entries in each column):			\$442,679	\$7,321	\$450,000	\$0
Shared Services Arrangement						
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0	\$0
Administrative Cost Calculation						
Enter the total grant amount requested:					\$450,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$22,500	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfil the proposed program.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 108-909				Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher (\$45,000 x 2 teachers x 17 months)	2		\$127,500	
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator (<i>Quality Assurance Specialist</i>) - \$55,000/year x 1 coordinator x 17 months	1		\$78,000	
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk - \$25,000 x 1 clerk x 17 months	1		\$35,417	
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
15					
16					
17					
18	Subtotal employee costs:			\$240,917	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay			
20	6119	Professional staff extra-duty pay – Will pay for teachers to attend trainings beyond their normal contract hours.		\$5,000	
21	6121	Support staff extra-duty pay			
22	6140	Employee benefits		\$45,900	
23	Subtotal substitute, extra-duty, benefits costs			\$50,900	\$0
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$291,817	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 108-909		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	Professional Development for CLASS Training (Trainer-The-Trainer Model)- Will be utilized to provide a trainer of trainer model and train teachers in CLASS.	\$18,000	
2	Children's Learning Institute (Train-The-Trainer Model) - Will establish a trainer of trainer model and provide teachers and staff competencies that will enable them to effectively mentor and train new teachers, as well as, facilitate knowledge acquisition, application, and skills.	\$4,000	
3	South Texas College (STC) and University of Texas RGV Professional Development Trainings - Will offer a host of professional development trainings that are designed to improve teacher and staff leadership abilities.	\$10,000	
4	Frog Street Pre-K Curriculum Professional Development Training- Frog Street Pre-K is a comprehensive, research-based curriculum that address all the domains in the 2015 Pre-K Guidelines and early learning disciplines.	\$10,500	
5	LRI Phonemic Awareness Training- Teachers will get a basic understanding on Phonemic Awareness and the crucial role it plays in Early Childhood. Teachers will leave the training session ready to successfully implement the Phonemic Awareness with their students the next school day.	\$6,000	
6	Curts Analytics: Design, Research & Data Analysis - Will provide professional, evaluation services to examine the effectiveness of the project strategies.	\$2,300	
7			
8			
9			
10			
11			
b. Subtotal of professional and contracted services:		\$50,800	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$50,800	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 108-909		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	<p>Total supplies and materials that do not require specific approval:</p> <p>Frog Street (\$7,240) – Will provide teachers with Pre-K curriculum as well as resources and strategies that address all domains of the Pre-K Guidelines.</p> <p>CLASS Materials (\$200) – Will be utilized to observe interaction between students and teacher and improve school readiness.</p> <p>Mini iPads and iPads (\$12,000) – Will be utilized by teachers and students to actively engage students during instruction using interactive applications.</p> <p>Kaplan Engage 2 Multi-Touch Table PC (\$10,000)- Engages children as they learn new skills and explore technology together. It is recommended by the National Association for the Education of Young Children (NAEYC) for using technology by young children and providing intentional and effective tools that support their learning and development.</p> <p>1 Desktop (\$1000) – Will be utilized by the Data Entry Clerk to input grant related data.</p> <p>3 Laptop (\$3,000) – Will be utilized by the Project Coordinator to input grant related data while visiting teacher at Kids at Play Learning Center, iKids Academy and other community child care centers as well as the 2 teachers to input attendance, progress monitoring, registration, etc.</p> <p>1 Scanner (\$250) 1 Printer (\$500), 2 LAN Line Phones (\$600), and 1 Label Maker (\$100) - Will be utilized by the Data Entry Clerk to maintain grant related data organized and secured.</p> <p>3 Air Cards (\$900)- Will be used to deliver digital learning content to the classrooms at Kids at Play Learning Center and iKids Academy as well as inputting attendance, progress monitoring, enrollment, etc.</p> <p>Supplies and Materials (\$14,000) – Will be utilized to purchase consumable such as pencils, crayons, paper, markers, ink, toner, etc.</p> <p>District Resource Room (\$7,000)-Will be utilized to equip a Pre-K resource room where teachers and center staff can check out essential classroom and instructional resources</p> <p style="text-align: right;">Total=\$46,790</p>	\$46,790	
	Grand total:		

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$450,000 for the Pre-K Partnership Planning Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 2 TRS 4-Star Providers, 32 low income students, 2 certified dual language teachers, a PEIMS clerk, a program coordinator, instructional resources and professional development.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the district does offer full-day Pre-K services at the 25 elementary campuses; but, the proposed activities do not supplant current activities because these are new students at the TRS 4-Star facilities that the district will target to receive high-quality education and services.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 108-909		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419 (\$10.00/hour x 2 Kids at Play Learning Center and 2 iKids Academy Teacher/Staff x 80 hours = \$3,200)	\$22,000	
6419	Non-employee costs for conferences. Requires authorization in writing.	\$4,500	
Subtotal other operating costs requiring specific approval:		\$26,500	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$13,372	\$0
Grand total:		\$39,872	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 108-909			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX—Computing Devices, capitalized					
2	4 Hatch Preschool Desktop Computers and accessories – Will be utilized by teachers and students at Kids at Play Learning Center and iKids Academy to target and reinforce school readiness.	4	\$1,000	\$4,000	
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19	4 tables, 10 chairs, 4 shelves, 1 book shelves, 2 computer tables and chairs	2	\$4700	\$9400	
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$13,400	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:			32,272	
Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate DNA	
Hispanic	32	100%	Annual dropout rate (Gr 9-12) DNA	
White	0	0%	Students taking the ACT and/or SAT DNA	
Asian	0	0%	Average SAT score (number value, not a percentage) DNA	
Economically disadvantaged	32	100%	Average ACT score (number value, not a percentage) DNA	
Limited English proficient (LEP)	27	84%		
Disciplinary placements	DNA			

Comments There are only 4 TRS 4-Star Providers and 1 TRS 3 in the PSJA area. Ninety-five percent (95%) of the childcare centers do not participate in TRS. The school district is committed to preparing students to be Kindergarten ready and beyond. This grant will provide the necessary tools to positively impact the students, families and the community.

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Workforce List of TRS 4-Star Providers, Childcare Provider in the PSJA community, Texas Academic Performance Reports (TAPR), State of Texas Assessments of Academic Readiness Summary Reports (STAAR), and 2014-15 U.S. Census Reports. Based on the information gathered, it was determined that students at the TRS 4-Star Providers, as well as, the rest of the community childcares are in need of high-quality education and childcare services that will increase academic success and Kindergarten readiness, benefit low-income families, and increase the amount of highly qualified personnel at the child care centers. Activities selected for this project were researched to determine the validity of each activity and evidence-based research to support the ability to impact the district's needs.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	2	50%
Hispanic	4	100%	Bachelor's degree	2	50%
White	0	0%	Master's degree	0	0%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	4	100%	Avg. salary, 1-5 years exp.	\$45,554	N/A
6-10 years exp.	0	0%	Avg. salary, 6-10 years exp.	\$48,429	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	\$53,044	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	\$62,386	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	32														32
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	32														32

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2														2
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit	2														2
TOTAL:	4														4

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
PSJA ISD will serve students and teachers from the partnering TRS Providers; however, the district will invite Pre-K teachers from its elementary campuses to attend relevant professional development trainings. Therefore, specific campuses will not be targeted utilizing grant funds.		

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

Current Achievement. In order to understand the district's *current achievement*, the district used state and campus data from the Texas Academic Performance Report to determine that the district's current achievement. The data shows that the district is either at or below the state performance. In fact, 46% of the district's students did not Meet Standards on 2014-2015 STAAR.

Needs Assessment Process: In preparation for the submission of the Pre-K Partnership Planning Grant, the district analyzed the needs of the community and district as a whole. Elements of the needs assessment included: district demographics, teacher experience and qualifications, professional development, high-quality education and childcare at the community day cares, instructional programs that are currently being utilized, and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the district faces are as follows:

DISTRICT /COMMUNITY NEEDS ASSESSMENT

Need (Population 25 and Over)	City	State
No High School Diploma	41.3%	29.4%
Population That Meet Poverty Status	35.4%	17.7%
English Language Learners	43.4%	18.2%
At-Risk	78.9%	51.2%
Economically Disadvantaged	88.4%	58.8%
Master's Degree Teachers	15.7%	23.4%

Source: 2014 American Community Survey and 2014-2015 TEA Texas Academic Performance Reports (TAPR)

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the district's needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The district is in need of supplemental instructional materials, high-quality education and services required to provide low-income and English language learners with targeted assistance; **Professional Development** – With additional grant funds, the district will be able to provide professional development trainings and workshops to ensure teachers at Kids at Play Learning Center, iKids Academy, and community child care providers provide high-quality education to students; **Facilities** – The district's goal is to collaborate with the community child cares to provide high-quality education and care. The district lacks the amount of facilities needed to offer full-day, full-year Pre-K program to all eligible students in the PSJA area; therefore, collaboration with Texas Rising Star (TRS) 4-Star childcare providers is essential.

Desired or required accomplishment: After conducting the district and community needs assessments, it was determined that a district partnership with Texas Rising Star (TRS) 4-Star child care providers is necessary to help prepare children to be Kindergarten ready. Working with the selected TRS Providers and the other community child cares will provide the children with expanded high-quality programs and care, and the continuity of the program throughout the community.

The proposal was organized and completed according to grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric were answered in the appropriate section. **(Application is organized and completed according to instructions-5 points)**

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Needs and strategies- (10 points)</p> <p>Only 56% of the Pre-K children are entering school developmentally on track on all developmental areas.</p> <p>Source: 2015 Early Development Instrument (EDI) 2015 Teacher Reported EDI Checklist</p>	<p>In order to improve School Readiness, the district will partner with TRS-4 Providers and increase the quality of education and care at the community child cares. This will increase the number of student's entering Kindergarten Ready and will be measured by the Kindergarten Readiness Entry Assessment and local progress monitoring tools. Partners and community child cares will be invited to attend district professional development and training that is relevant to curriculum, technology, software, and data collection.</p>
2.	<p>The area surrounding the district has 31.7% of its population considered "low-income families", in comparison to 13.7% for the state.</p> <p>(Source: 2014 American Community Survey)</p>	<p>The district, along with the TRS Providers, will offer full-day, full-year child care services to meet the needs of low-income families; thus, providing the 3 and 4-year old's with access to high-quality care and instruction. The district will provide this to the students by hiring an additional 2 teachers. The new staff along with the Professional Development (PD) training the centers will offer ensures the students receive year-round, high-quality instruction.</p>
3.	<p>The district has 43.4% (13,998) of its student population that are English Language Learners (ELL), compared to 18.2% for the state.</p> <p>Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)</p>	<p>The district will partner with both Kids at Play Learning Center and iKids Academy, as well as, purchase Frog Street instructional materials to give the children a greater opportunity to acquire the English language before entering Kindergarten.</p> <p>The district will also purchase: applications and mini iPads to ensure the students have access to language learning curriculum.</p>
4.	<p>The TRS 4-Star providers are in need of additional professional development training to ensure there are highly qualified personnel to provide high-quality education, care, and successfully transition children from private to public schools.</p>	<p>The district will ensure that the partnership established with the TRS childcare providers leads to leveraged assets and shared resources such as: staff training, facilities, staff, and professional development.</p> <p>The district will ensure that the staff from the TRS Providers and community child cares are invited to attend all relevant Fall, Spring and Summer professional development and teacher trainings.</p>
5.	<p>The TRS 4-Star providers (Kids at Play Learning Center and iKids Academy) currently lack the adequate resources and technology to address the needs of the students. There is a need for technology for students to use for school activities. Funds are required for the integration of technology in the various activities and to support content knowledge.</p> <p>Currently, Kids at Play Learning Center and iKids Academy have a student-to-technology ratio of 1:0.</p>	<p>A variety of technology equipment, software, and applications will be purchased through grant funds and utilized to conduct the Pre-K Planning Grant activities. To go a step further, the district will utilize the Instructional Technology Strategist (IT) to provide training in the use of the equipment, software and applications designed to increase children's listening comprehension, phonological awareness, emergent literacy, language/vocabulary development and Math.</p> <p>The technology, software and applications will be used to support and enhance School Readiness and increase the number of students entering Kindergarten ready.</p>

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Schedule #14—Management PlanCounty-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications	Desired Qualifications (5pts.)
1.	Program Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3 years of experience in early education and/or social work setting.	
2.	Certified Bilingual Teacher	Must have a Bachelor's Degree in Early Childhood. Experience: Must have a minimum of 3 years of successful teaching experience in Early Childhood and be bilingual.	
3.	Data Entry Clerk	Must have a High School Diploma or GED. Experience: Must have experience in PEIMS data entry, computer and software skills, and use of other office equipment.	
4.	Frog Street Consultant	Must be able to deliver information to a targeted audience. Experience: Must have experience in Early Childhood research and providing Professional development.	
5.	Program Evaluator	Must have Reputable and Reliable professional evaluation services. Experience: Must have a minimum of 5 years of experience in related field.	

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of children receiving high-quality care.	1. Content/Instructional needs will be addressed through Professional Development (PD).	04/01/2017	3/31/2018
		2. Track students utilizing the PEIMS Reporting.	04/15/2017	06/30/2018
		3. Align and purchase curriculum and instructional materials for TRS Providers.	03/01/2017	05/01/2017
2.	Increase TRS 4-Star Providers and level of quality designations.	1. Provide Early Childhood Professional Development.	03/01/2017	3/31/2018
		2. Increase the staff qualifications and trainings	06/01/2017	06/30/2018
		3. Provide a monitoring and support system to ensure all grant guidelines are met.	09/01/2017	04/30/2018
3.	Provide professional development and trainings.	1. The district will design a Professional Development (PD) plan.	02/15/2017	3/31/2018
		2. Provide trainings that align to goals and objectives of the grant.	02/15/2017	3/31/2018
		3. Implement an instructional coaching model to build capacity.	02/15/2017	06/30/2018
4.	Provide evaluation/feedback	1. Utilize CLI Progress Monitoring and the Kindergarten Entry Assessment to evaluate progress.	04/15/2017	06/30/2018
		2. Monitor grant for compliance and effective practices.	04/15/2017	06/30/2018
		3. Identify areas of need and establish a plan of action.	02/15/2017	05/01/2018
5.	Establish a sustained partnership	1. Create a pass through ADA funding for TRS child cares.	02/15/2017	06/30/2018
		2. Establish a Memorandum of Understanding (MOU) between district and the TRS Providers.	02/15/2017	06/30/2018

On time, within budget, and has appropriate timeline and milestones.

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108-909**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through on-going monitoring and adjustments as needed. (3 points) The district currently has local benchmarks and progress monitoring tools to attain goals and objectives. The district will solicit feedback and monitor progress on an on-going basis. Information gathered from the monitoring and compliance tools provided by TEA, as well as, the district's local benchmarks will assess the program's efficiency in meeting the stated goals and measurable objectives. These results will be used to monitor and adjust the program as the stakeholders deem appropriate.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all participants, including district and campus administrators, teachers, school board members, parents, and the participating TRS Providers. Throughout the term of the grant, the district will continue to meet quarterly with administrators, teachers, board members, and TRS Providers to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points)

The district currently does not offer a full-day, full-year Pre-Kindergarten Program with a TRS 4-Star Provider. The district commits to sustaining high quality education and child care services by creating a District Charter School and pass through funds to the community child cares based on their ratings with TRS. PSJA ISD's sustainability framework model can be replicated by any school district to provide high-quality education and care in their community child cares. The district will use ADA pass through funding to maintain monitoring and support systems to sustain expanding access and service delivery for 3 and 4-year-old Pre-K students at the community child cares. Moreover, once the grant funding period is over, the district plans to not only sustain, but increase the number of TRS 4-star providers and level of certification for those child cares that do not presently participate in TRS through the sustainability of the Program Coordinator and Data Entry clerk. The district will do this by ensuring that child care providers in the PSJA area are aware of the incentives as a TRS 4-star provider and ensure that the providers understand that they will receive additional money from the workforce board for being rated 4-star, as well as, financial incentive the district will offer through Average Daily Attendance (ADA) pass through funding. The district will provide partnering providers a teacher for the duration of the grant and with the additional incentive provided by the district and workforce board, the provider will be able to sustain their own certified teacher.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 108-909		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Screening and Progress Monitoring Data (EVAL-2 points)	1.	Increase the number of students ready for school by 10% in year 1.
		2.	Increase the number of the administration of Progress Monitoring from 0 to three times a year.
2.	Professional Development (PD)	1.	Increase the number of Professional Developments hours from 24 to 36.
		2.	Increase quality of instruction by 40% using CLASS.
3.	Classroom Observations	1.	Improve quality of instruction by 40% using data collection in year 1.
		2.	Increase the number of formal classroom observations from 1 to 4 and continuously monitor weekly during year 1.
4.	Quantitative Data: Evaluation of Students' Learning	1.	Increase the number of students meeting expectation by 40% in year 1.
		2.	Increase the number of cohort students ready for school by 10% in year 1.
5.	Review of Teacher Use of Curriculum, Materials and Resources	1.	Increase the number of students ready for school by 30% in year 1.
		2.	Increase the number of teachers demonstrating understanding of Pre-K Guidelines and curriculum by 40% in year 1.
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Restate and answer.			
Methods of evaluation clearly related to the intended results of the project. (3 points) The district will collect data including program-level data, number of participants served, and student level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, adjustments. Data collected will include: Quarterly and cumulative number of child care and teachers receiving professional development activities; Number of teachers and caregivers who received technical assistance such as coaching, mentoring, or consultation during the grant period; Total number of children receiving prekindergarten services through the partnership with the Texas Rising Star (TRS) providers; and Determination of whether the students who participated in the grant program had academic results similar, above, or below results for prekindergarten students from the district to determine whether they are on target to meet all of the objectives and milestones. Evaluation design includes processes for collecting data, including program-level data. (3 points) Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Each TRS staff will be required to participate in surveys designed to measure teacher participation, level of involvement, and the quality of the external consultant trainings that were provided. Classroom observations will also be conducted in order to provide the grant officials the opportunity to determine whether the trainings are having a positive impact on the teachers' ability to engage students, increase productivity, and improve school readiness. Finally, the district will review student achievement results and attendance data, as well as, professional development sign-in sheets, and PEIMS reports to determine an increase in teacher participation and student academics. Formative evaluation processes outlined and addressed throughout the grant project. (2 points) Data collected will allow the district, TRS Provider, and contracted consultants to determine whether the professional development trainings are positively impacting the students and teachers. Problems identified and corrected: As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan.			

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108-909		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-909**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108-909**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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